

ABSTRACT

SOCIAL WORK

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A STUDY OF THE EFFECTS OF PSYCHOSOCIAL INTERVENTIONS TO INCREASE SCHOOL ATTENDANCE

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This paper examined an interventions designed to enhance self-esteem to decrease truancy in a middle school student. The hypothesis was that when a student faced with chronic absences from school is given individual attention, and incentives to enhance his self-esteem, the student will be motivated to attend school, leading to a reduction in absences.

Truancy is defined as being absent from school without the permission of the parent, guardian or a school administrator (Wilson, 1993). Self-esteem is defined as a person's feelings about their personal value or self-worth and is highly correlated with truancy (Nielsen & Gerber, 1997).

Psychosocial interventions were used in this study and address the student's self-esteem. The goal of the intervention package was to increase attendance by enhancing self-esteem. The Hare Self-esteem Scale, the student's daily attendance record and psychosocial interventions were used to enhance self-esteem. These three measures were used at baseline. The student's daily attendance was monitored weekly and the psychosocial therapy techniques were used during the individual counseling sessions with the student, at the end of week eight, both measures were assessed.

A STUDY OF THE EFFECTS OF PSYCHOSOCIAL INTERVENTIONS
TO INCREASE SCHOOL ATTENDANCE

A THESIS

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BY

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CHAPTER I

INTRODUCTION

Substantial research has been conducted on the relationship between self-esteem and truancy. It has been found and reported that psychosocial and cognitive interventions have been successfully used to change behavior (Nielsen & Gerber, 1997). Hence, literature supports the use of psychosocial and cognitive interventions to change truant behavior by enhancing a student's self-esteem (Englander, 1986).

Statement of the Problem

The United States' educational system requires all children to attend school. Regular school attendance is a necessary part of the learning process and is a key to educational achievement. Attending school has social and psychological benefits. Bonds of attachment are formed, and the child comes to value what is learned at school. Through participation and interaction with other children, the child's sense of belonging to a group is formed into bonds of attachment, and the child becomes identified with the classroom group. Irregular attendance undermines the process of forming attachments (Practical Help and Research Findings on At-Risk Issues, 1999) nevertheless; the Los Angeles Unified School District reported that ten percent of its students are absent each day. In New York 10,000, out of 150,000 students are absent daily. In the state of Georgia more than twelve percent of the students were absent for more than ten days per year in 1991.

Four years later, during the 1995-1996 school year, 10.4% of the student population was absent on any given day in the Atlanta Public School System. In that same school year the total number of unexcused absences for Atlanta Public Schools was 419,610 (Manual to Combat, 1996). These comparison figures represent a national school attendance problem and the escalation of truancy in one of the public school areas in metro Atlanta

Truancy has been labeled as one of the top ten major problems in the United States (Dekalb, 1992), with daily absentee rates as high as 30 percent in some cities.

Truancy is considered one of the first indicators of negative juvenile behavior and is one of the first signs that an adolescent is giving up and losing direction in his or her life (Fairington, 1985). High truancy rates are linked to drug use, burglary, vandalism, juvenile gang activity and violence.

Purpose of the Study

Studies reviewed suggest that truancy is linked to low self-esteem. Students who are truant have significantly lower overall feelings of self-worth than do non-truants (Englander, 1986), on the other hand, research conducted on the effects of self-esteem on education level has demonstrated that those with a higher level of self-esteem tend to do better in school (Hoppe, 1995) and have fewer absences. Thus, truancy sabotages the student's opportunities for a successful future.

The purpose of this study was to determine the effect of psychosocial interventions, which focus on increasing the student's self-esteem, increased school attendance. Bandura and Skinner asserted that behavior is strengthened by positive and negative reinforcement. Using these assertions, the goal of the intervention in this research

was to provide positive reinforcers as incentives to enhance the student's self-esteem to reduce truancy.

The utilization of reinforcers is a concept of Social Cognitive Theory that recognizes both the importance of awareness in learning and the person's active cognitive appraisal of environmental events. Learning is facilitated when a person is aware of the rules and the contingencies governing the consequences of their actions (Bandura, 1977, as cited by Corsini & Wedding, 2000).

This project reports the findings of administering an intervention that addressed self-esteem issues in a student who had truancy issues that interfered with school performance. The project tested the hypothesis that as the student's self-esteem increased, the truant behavior would decrease.

CHAPTER II

REVIEW OF LITERATURE

Absenteeism from school is detrimental to student achievement. Students, who miss school, fall behind their peers in academic performance and skill development, which leads to low self-esteem and increases the likelihood that an at-risk student will drop out of school. Thus, truancy and self-esteem are correlated (Ingersoll & Lbeouf, 1997). Youth who are truant from school have the highest risk of any group of young people for poverty and homelessness, welfare reliance, and contact with the juvenile justice system (Sommer, 1985).

Significant Studies on Truancy and Self-esteem

Arthur Nielsen M.D. and Dan Gerber Ph.D. (1997) researched the psychosocial aspects of truancy. The law states that “truancy” is the failure of a child of compulsory attendance age to attend school for at least 120 days each year including at least 30 days each school quarter or similar distribution of attendance throughout the school year unless excused (Systems Helping at Risk Kids, 1999). The authors studied truancy in junior high school students through the use of structured interviews with 33 truant students. The purpose of the study was to determine circumstances surrounding the increase in truancy at the junior high school level. When asked what they disliked about school, students spoke of anxiety and embarrassment in encounters with peers and teachers. The school

including the response to truancy and the transition to the junior high, were found to play a critical role in creating and aggravating truancy (Nielsen & Gerber, 1979).

While the limited academic ability contributed to truancy of some students, for most, the motivational and emotional influences—especially difficult pupil-teacher and peer group relationships—were deemed more important (Strathe & Hash, 1979). Teacher-student relations are absolutely essential if the self-esteem of truants is to be increased and if these students are to gain a sense of attachment to the school (Practical Help and Research Findings On At Risk Issues, 1999).

Marlene Strathe, Ph.D., and Virginia Hash, Ph.D., found a significant and positive correlation between self-concept and performance in the school.

This particular investigation attempted to determine the effects of one alternative school's program on various adolescents, relative to self-esteem. Forty-nine students participated in the study. Of the 49 students in the sample, 33 were identified as secondary level students and 16 were identified as junior high-level students. Class size was based on an 8:1 student-teacher ratio. It was observed that the junior high-level adolescent students in the alternative school program showed significant change in their attitudes toward themselves, while older students did not reflect change in attitudes. It therefore is imperative to identify students early and to offer school programs that enhance their self-concept as well as develop a basis for further change in other areas.

An analysis of the research and literature suggests a number of significant findings and generalizations about the importance and the effects of self-esteem on youth. Among the more compelling generalizations to be made is that, school climate provides an

esteem as a major goal appear to have more academic success. Persons who hold themselves in high esteem are less likely to engage in destructive behavior such as child abuse, alcohol and drug abuse, violence and crime. It is important to present students with challenging experiences that enable them to earn high esteem by successfully coping with difficult tasks (Walz, 1991).

While self-esteem is important to normal, psychological development, it is difficult to determine whether a poor self- concept leads to truancy or if the effects of truancy reduce a student's feelings of self-esteem. It is known that many truants are depressed, angry or both (Neilson & Gerber, 1979). Truancy has also been described as a flight from stress in school (Karlsberg, 1989).

Meryl Englander (1986) found that truancy is linked to the construct of depressed self-esteem. The purpose for her study was to design corrective programs and to have a better understanding of the perspective of the individual truant. Fifty-five junior high school students were individually interviewed by semi-structured conditions to elicit self-evaluative statements with respect to power, affiliation, body image, competence, and virtue. The data from this study clearly demonstrated that truants feel less worthy than non-truants. If students lose any of the aforementioned characteristics or never develop them, there is a significant absence of self-worth. "Low" self-esteem affects the body, the mind and the spirit (Maruyama, Rubin, & Kingsbury, 1981).

Joanne Wood, Maria Giordano-Beech, Kathryn Taylor, John Michela and Valerie Gaus (1994) conducted a study to examine the hypothesis that students with low self-esteem seek self-enhancement when they have an opportunity that is safe, or carrying

little risk of humiliation. The purpose of this research was to examine ways in which people may seek social comparisons to benefit their self-esteem. Twenty-four psychology students were recruited over the telephone for participation in this study. Evidence suggests that people with low self-esteem venture beyond their self-protection orientation and seek self-enhancement when they feel it is safe to do so (Clark, 1997).

Conceptual Framework

According to Englander (1986) the act of being truant is considered to be a negative behavior that is caused by poor or low self-esteem. The interventions used in this study to enhance self-esteem and reduce truancy were modeled after (Skinner, 1953 as cited by Robbins, Chatterjee and Canada, 1998); Albert Bandura's Social Learning Theory (1986); and Mary E. Woods and Florence Hollis's Psychosocial Therapy (1990).

The biopsychosocial changes of early adolescence present the individual with developmental challenges characterized by increased desire for autonomy and self-determination, concern with peer relationships, increased self-focus, and self-consciousness. Decline in academic motivation, poorer self-concepts and decreased interest in school are common (Baer, 1999).

Behaviorism and Social Learning Theories focus attention on observable behavior, analyze external factors involved in learning, examine how cognition and emotion mediate behavior, explain human interaction in terms of the rewards and

benefits, and assist in formulating assessment and treatment plans for individuals and groups.

Behavior theory asserts that behavior is shaped and maintained by its consequences. Two types of identifiable reinforcers for people are: primary and secondary reinforcers include food, water and warmth, and secondary reinforcers, such as money, attention, approval, and affection. Secondary reinforcers are learned and developed during a conditioning history. Behaviorists suggests that all behavior can be changed through engineering (Bandura, 1986, as cited by Robbins, Chatterjee, & Canada, 1998).

Albert Bandura categorized the elements of his Social Cognitive Theory as attention, retention, production, and motivation. Bandura believed that reward alone wasn't sufficient to produce motivation for continued imitation. He proposed that the child must value the anticipated consequences, rather than simply experience them (Bandura, 1986, as cited by Robbins, Chatterjee, & Canada, 1998).

The social-cognitive approach depends on the theory that behavior is based on three separate but interacting regulatory systems. They are (1) the external stimulus events, (2) external reinforcement, and (3) cognitive mediational process. In the social-cognitive theory, the person is the agent of change (Bandura, 1986).

Psychosocial Therapy is characterized by its direct concern for the well being of the individual. Psychosocial therapy emphasizes change in the social functioning of the client (Woods & Hollis, 1990). Direct treatment is the development of a strong trusting relationship through which a worker can influence a client toward activities and decisions

that will be in his or her best interests (Woods & Hollis, 1990). There were five types of treatment procedures used in this study: sustainment, direct influence, exploration, description, and ventilation. Sustainment procedures reduce feelings of anxiety or low self-esteem, consisting of acceptance, reassurance encouragement and reaching out. Direct influence includes various ways the worker may try to influence the client, by use of his or her opinion, to promote a specific type of behavior from the client. Exploration-description is an effort to secure from the clients, descriptions of themselves and their situations. Ventilation brings out feelings associated with the facts. Thus, psychosocial casework is a form of treatment that relies upon reflective, cognitive procedures embodied in the matrix of a sound helping or therapeutic relationship (Woods & Hollis, 1990).

The hypothesis in this interventive strategy infers a correlation between truancy and self-esteem, and that the utilization of psychosocial and cognitive interventions would enhance self-esteem and cause school attendance to increase. This hypothesis was supported by the literature. This study expected to find that the subject, who is truant will change his or her behavior through the use of incentives that the student values.

Psychosocial techniques were used to enhance self-esteem and increase school attendance. The positive reinforcers used were gifts, special treats, encouragement, praise and weekly discussions about the subject's progress.

Hypothesis

The key hypothesis of this study was: HO: Positive reinforcers, such as approval, praise, encouragement, expressions of acceptance/affirmation and gifts, would enhance self-esteem, and increase school attendance.

CHAPTER III

METHODOLOGY

Setting

The setting for this study was at the Opportunity Center, an alternative middle school in the southwest area of Atlanta, Georgia. This alternative school serves all Atlanta Public School children who are unable to attend a regular school because of behavior problems or excessive absences from school.

Sample

A middle school student identified as truant, by the school's social worker, who was also the supervisor of the program, is the study sample for the research. No threats to reliability or validity were identified. The interventions in this study were designed to meet the needs of the subject and were not be appropriate for other students in similar situations. The sample selected was a student who was a participant in a peer group, which meets twice a week.

Measurements

Data for the targeted behavior, truancy and self-esteem were collected using two measures: 1) The student's daily attendance record, and 2) The Hare Self-Esteem Assessment Scale.

Information from the student's school attendance record was used to record the student's daily attendance. The attendance card is an official document of the Atlanta Public Schools. It is a four by seven inch card. The student's name, student I.D. number, homeroom teacher's name, and homeroom section are recorded on the front of the card. The bottom of the card has the official school calendar and codes that denote tardiness, excused and unexcused absences, suspensions, and truancy. The back of the card has the parent's name, home and work telephone numbers and the names and numbers of emergency contacts. There is also an area on the back of the card that is used to document parental contacts. The attendance cards are coded everyday by the student's homeroom teacher.

The Hare Self-Esteem Scale was chosen for this study because it was designed to measure adolescents' feelings about their sense of worth and importance among peers, as students, and as family members. The interval level of measurements used for The Hare Self-esteem Scale, consists of ten questions, and is a Likert type scale of 1-4: 1=agree, 2=strongly agree, 3=disagree and 4=strongly disagree.

In the intervention phase each session with the student was used to address the student's self-esteem. Five types of procedures or techniques were used during the sessions with the subject: sustainment, direct influence, exploration, description, and ventilation. Sustaining procedures are those designed to reduce feelings of anxiety or lack of self-esteem by a direct expression of confidence or esteem for the student. The dynamic is not one of reasoning but one of faith (Woods & Hollis, 1990). Faith in the subject's ability to successfully complete her time in the alternative school and return to a

mainstream school were expressed to her at every session. Acceptance, reassurance, encouragement, reaching out, and nonverbal sustainment were a part of the sustaining procedure.

Direct influence was used to get the subject to see that her current truant behavior was unacceptable. It was essential to the students progress that she understood that the only way she could return to mainstream school was for her to complete the alternative school program.

Design

The A-B-A design was used to conduct this study. In the A-B-A design, A is the observation phase. The purpose of this phase is to determine and measure the targeted problem. This is also the baseline phase. The B phase of this design is the intervention phase. During this phase the intervention is measured. The second A phase in the A-B-A design is a return to the base line phase, when the intervention is removed, then first baseline and the intervention and the intervention and the second baseline are compared. The assumption is that if the intervention is the casual ingredient, removing the intervention, should cause the targeted problem to return to what it was prior to the intervention (Bloom, Fisher, & Orme, 1998).

The A-B-A design system was chosen because the added comparison derived from the removal of the intervention offer stronger basis that the intervention is the cause of the change in the targeted problem. Social workers utilize the single systems design as a systematic tracking device for individuals, groups or systems progress. It provides an indication of the impact of the intervention program on service recipients.

The strength of this design is its ability to be used with any problem, any setting and all levels of interventions.

A limitation of this design is that there is concern that when the intervention is removed the client may revert back to the same targeted behavior. The alternative to this dilemma is follow-up with continual monitoring of the problem (Bloom, Fischer, & Orme, 1999).

Case Study

DJ, the subject for this research, is a thirteen-year-old, 7th grade African American female. She is currently attending a non-traditional/alternative middle school because of her poor school attendance. She missed 69 days of school during the 1999-2000 academic year and was retained in the seventh grade due to chronic absenteeism. She is the youngest of four siblings. DJ described her relationship with her mother as good, but she feels that her mother is too busy working to spend as time with her as she would like her to. Her teachers report that she does well when she attends school.

During my initial observation, DJ appeared depressed and was very quiet and withdrawn. She avoided eye contact, and would only speak when addressed personally by name. She was chronically absent or tardy, and demonstrated low self-esteem. She said that she did not feel that there was anything special about her and that no one really paid any attention to her at home or at school. DJ said she felt that she was alone in the world.

DJ, reported that her irregular school attendance was due to boredom. DJ said she did not have any friends and preferred to stay at home. She appeared to be only moderately concerned about being retained in the seventh grade. Upon further exploration DJ stated that she didn't like coming to school because she felt that the school was for bad students. She defined "bad students," as students who had criminal records, fight with other students and were disrespectful toward teachers. She felt that she did not deserve to be removed from her home school and placed in an alternative school.

The school counselor felt that DJ would be a prime candidate for this study, she felt that one of DJ's problems was that no one in her family really paid attention to her, the counselor said when anyone paid her a compliment or gave her positive strokes her demeanor changed. DJ appeared to be eager and willing to participate in the project and expressed an interest in correcting her truant behavior.

Baseline

The first two weeks were used for observation and to determine the baseline. During baseline The Hare self-esteem Scale, was administered. During week one the subject was absent from school 3 days. In week two she was absent 5 days. DJ was also observed in and out of the classroom and her attendance records were reviewed.

Intervention Phase

In behavioral theory, based on the principals of operant conditioning consequences are provided so that desirable behavior is reinforced. During the intervention phase DJ made a verbal agreement to attend school everyday.

DJ would receive a snack every Friday, if she completed a full week of school. If she came to school for two consecutive weeks She would be given a special lunch that following Monday. At the end of the six-week period her reward would be a copy of her favorite CD.

Every Monday DJ would have a thirty minute counseling session. Each session began with discussion pertaining to school and any obstacles that she encountered that would prevent her from coming to school. Discussion also centered on her home life and her relationship with her teachers and peers.

The first week DJ missed three days from school. Two of those days were excused absences. The subject did not attend school for two days during the second week. The third week of the intervention, the subject was able to successfully complete an entire week in school. She was rewarded that Friday with chocolate cupcakes. In her session the following Monday, the subject wanted to know if she could possible get a seven ounce chocolate Hershey bar, as a reward for coming to school the entire week. The fourth week the subject missed one day, but that day was an excused absence. She completed the entire sixth and seventh week without absences. Her reward for that following Monday was lunch from her favorite fast food restaurant, and a lotion and body wash set. The Friday of the eighth week the subject was given a personal pan pizza for lunch, a comb and brush set, and a copy of her favorite CD.

During the six-week intervention the subject was monitored for attendance. Her teachers were also interviewed and they reported that she had improved academically, due to the progress with her attendance.

Follow-up

The subject's attendance was assessed three weeks after the intervention was removed. DJ appears to be consistently making progress with her attendance. She has yet to miss a full week of school. The subject was also give The Hare Self-Esteem Scale during the follow-up assessment. The findings, were not as low as they were during the baseline phase, and only slightly lower than during the intervention phase.

CHAPTER IV

PRESENTATION OF FINDINGS

The following six figures represent the subject's results on the primary measures, which are Record Of Attendance and The Hare Self-Esteem Scale. The results presented are used to illustrate the subject's attendance and level of self-esteem during the baseline, intervention, and follow-up phases. Direct Observation was used at baseline to assess the targeted problem.

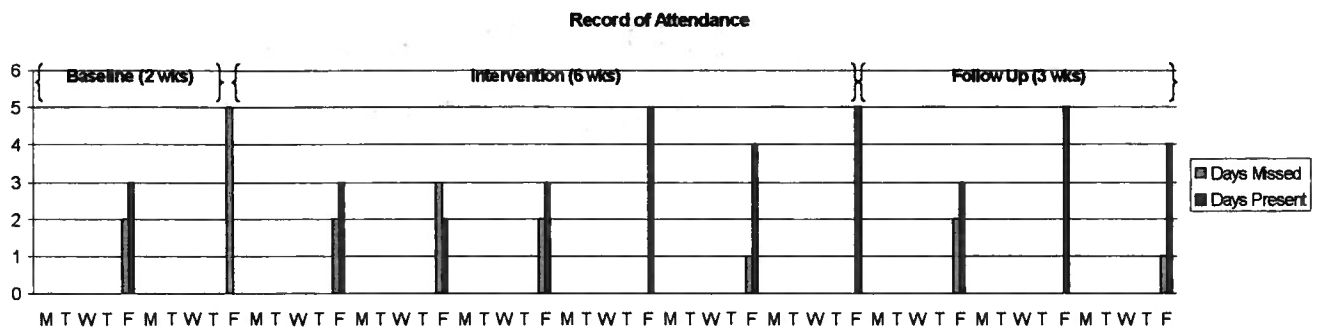
Figure 1

Figure 1 is a graphical depiction of the Record of Attendance for DJ during the baseline, intervention, and follow-up period. In the baseline phase, DJ was absent from school seven out of ten days. During the intervention phase she was absent eight out of thirty days. Throughout the follow up period DJ was absent from school three out of fifteen days.

Figure 2

Figure 2 is a graphical depiction of the results of the Hare Self-Esteem Scale. The scale measures the level of self-esteem with forty being the highest achievable level. DJ was tested at three intervals, baseline, intervention and follow-up. She scored fifteen at baseline, twenty-seven at the intervention phase, and twenty during the follow-up period.

Figure 1



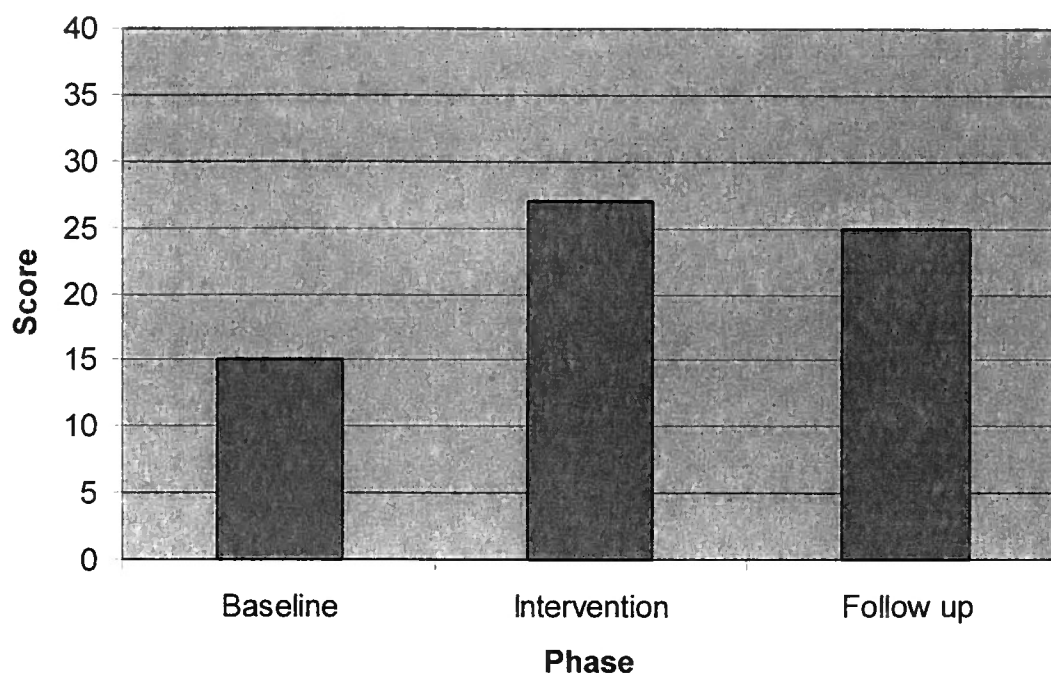


Figure 2. HARE Self-Esteem Scale

CHAPTER V

DISCUSSION

The goal of this study was to assess the use of psychosocial interventions to increase school attendance in a student with a chronic truancy problem. The literature suggests that when a student is provided a safe environment to enhance his or her self-esteem they will take advantage of that opportunity (Robbins, Chatterjee, & Canada, 1998).

A weekly counseling session with DJ was included in the psychosocial interventions. These sessions were used to assist in enhancement of her self-concept by making her become more aware of her level of self-esteem. As the subject became more self-disciplined, she began to attend school regularly. The teachers and the counselor suggested that the student could possibly be placed in a mainstream school by the beginning of the next semester if she continued to come to school and perform academically. The student experienced a sense of achievement and expressed feelings of satisfaction with her accomplishments and her ability to successfully complete goals. It was found that the counseling along with positive reinforcers did enhance the student's self-esteem and reduced the student's truant behavior. Although the student's behavior changed, it would be beneficial to the student if the interventions were in place for a longer period of time.

The findings from this study provide important information about the relationship between truancy and self-esteem. There are other variables that contribute to truancy. The most frequently reported reason cited in the literature for being absent from school was the pursuit of more enjoyable activities, which in most cases, is classified as truant behavior. The second most frequent reason cited for truancy was depression or other emotional problems. It is also reported that an estimated 11% of truant situations are due to parental neglect, family problems, work responsibilities, baby sitting of siblings, and one's own children, transportation difficulties, alcohol, drug usage and pregnancy (Dekalb, 1992).

There is a clear tendency for rates of truancy to increase during adolescence. Adolescence is a period in which there is a preoccupation with the search for identity (Byrne, 2000). It is also a time when the individual develops psychosocial competence, including strategies for coping.

The lack of synchronicity between the developing adolescent and the school environment is implicated in the etiology of a number of psychosocial problems such as poor self-esteem; truancy and school drop out (Baer, 1999). Following the transition to junior high school, a number of problems emerge. Negative psychosocial changes are the result of a poor match between the developing adolescents' needs and the aspects of their social environment. This is consistent with the social work focus on the person-in-environment fit, which proposes that the well being of the individual is motivated by the characteristics of the environment that meets or impedes the person's growth (Purkey, 1970).

Among the correlation of educational achievement are variables reflecting a student's capacity to adapt to the dynamics of the educational environment. Self-esteem is one of the variables (Purkey, 1970).

In the historic case of Brown vs. Board of Education, Kenneth Clark suggests that improving self-esteem will result in improved scholastic achievement. A favorable self-image leads to positive perceptions of ability and expectations of future success, which in turn produce favorable outcomes and measures of both ability and achievement (Purkey, 1970). Truancy sabotages opportunities for future employment success. It is a major catalyst for drug use, daytime crime, and violence (Dekalb, 1992). The alarming rise in juvenile crime during the past decade had prompted many communities to initiate anti-truancy programs.

Truancy intervention centers are being established across the country as a tool for schools, law enforcement agencies and community organizations to help them solve their truancy problems. Communities are giving police officers the authority to stop and question school age children who are in the community and on the streets during school hours. Police take those youth who do not have a legitimate excuse for being absent from school to a truancy center, where professionals work with families to determine what services may be needed and whether follow-up visits and help may be required.

In some communities, alternative schools with smaller classes, higher teacher to student ratio and a school to work focus are being established.

There are more than 600 communities in the United States that have truancy mediation programs. This program finds out why a child is truant and helps end the problem through the mediation process, counseling, and social services.

Truants are monitored by the school's attendance cards. To return to school, a parent or guardian must accompany the student. Truancy petitions are filed in juvenile court on chronic truants. The court will mediate or prosecute. If there is mediation the truant is strictly monitored and supervised by a designee, this person may be the school social worker. If the child does not comply with the court order he could be prosecuted and sent to boot camp.

Each of these variables lends itself to future research and would generate the following hypothesis: What other sources may be responsible for truancy, is there a relationship between academic achievement and self-esteem, does the transition from elementary school to junior high school increase truancy in adolescence, what is the impact of truancy on the community, is there an effective way to reduce truant behavior in public schools.

Limitations of Study

As indicated in the literature review, the experts who have studied truancy, all agree that there is a relationship between low self-esteem and truancy. However, there are quite a few limitations to the research. The first limitation is that the student is already in an alternative school program for truancy.

with the subject prior to her placement in an alternative school program for truancy.

Another limitation is that the reliability/validity information is based on only one target group from one study.

CHAPTER VI

IMPLICATIONS FOR SOCIAL WORK PRACTICE

Behavioral and cognitive behavioral methods are used for a variety of conditions including modifying truant behavior in middle school adolescents (Robbins, Chatterjee, & Canada, 1998). Additionally methods of reward and incentive based on behavioral principles are being used in diverse settings. Behavioral and Social Learning theories have been well received in practice literature. The use of behavioral theories by social workers has become an important an influential perspective of intervention (Robbins, Chatterjee, & Canada, 1998).

Self-esteem is focused on feelings of personal worth and the level of satisfaction regarding one's self. Counseling to enhance self-esteem was used in eight sessions with the sample subject. The subject's feelings about her self-worth were a major focus of the counseling sessions. The meaning of self-esteem was discussed with the subject and how her lack of self-esteem affected her willingness to attend school.

Social workers utilize the single systems case evaluation as a systematic tracking device to assess the progress made by individuals, groups or systems. It provides an indication of the impact of the intervention program on service recipients, and therefore has important implications for social work practice.

APPENDIX A
CLARK ATLANTA UNIVERSITY SCHOOL OF SOCIAL WORK
ATLANTA, GEORGIA
HARE SELF-ESTEEM SCALE

Peer

1. I am not as popular as other people my age.
1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
2. Other people think I am a lot of fun to be with.
1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
3. I wish I were a different kind of person because I'd have more friends.
1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Home

4. My parents are proud of the kind of person I am.
1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
5. No one pays attention to me at home.
1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
6. I often feel unwanted at home.
1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

APPENDIX A

CONTINUED

7. My parents believe that I will be a success in the future.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

School

8. In the kinds of things we do in school, I am at least as good as other people in my classes.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

9. I often feel worthless in school.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

10. I am an important person in my classes.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

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